LEARNING STRATEGIES IN READING APPLIED BY A STUDENT AT THE SEVENTH GRADE OF MTsN PURWOASRI ACADEMIC YEAR 2014/2015

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
The Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:

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**ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Kediri, 24th August 2015

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Board of Examiners,
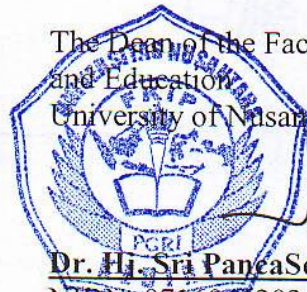
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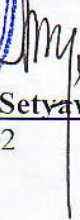First Examiner : Dr. Hj. DIANI NURHAJATI, M.Pd.

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ABSTRACT

This research was conducted in order to describe and identify learning strategies in reading applied by a student at the seventh grade of MTsN Purwoasri. Some students feel difficult to understand about a text they read because they have lack vocabularies, limited knowledge of grammar and difficult to catch the message or information from the text. To solve this problem, they need to apply strategies that appropriate with learning reading. There are two skills in reading that can help students to understand the text they read easily; they are micro skill and macro skill. The research design used is qualitative research. It describes the learning strategies in reading applied by a subject. The subject of this research is one female student at seventh grade of *MTsNPurwoasri.* The techniques of collecting data in this research were observation and interview. In analyzing the data, the researcher used data reduction, data display and conclusion drawing or verification. From the result, the strategies that most used by a subject were cognitive strategies and social strategies. The strategies used in cognitive were practicing by repeating and creating input and output by taking note. In social strategies, she used asking questions and cooperating with others.

Keywords: learning strategies, reading.

I. Introduction

Reading is a way of the writer to express their messages, feeling, ideas or arguments by using the text. According to Johnson (2008; 3), reading is the practice of using text to create meaning. By reading written form, the reader will easier to understand the content of the text. It will help the readers to know many books written English to obtain information and message.

There are many skills that must be mastered in reading in order to understand the text, but for students in junior high school there are some skills that must be mastered. Ontario (2003:20) states that to gain a good understanding of the text, children must bring to it the foundational knowledge and skills of oral language, prior knowledge and experience, concept about print, phonemic awareness, letter-sound relationship, vocabulary, semantics, and syntax. It means that to understand in their reading, students need to know and mastering some important skills in reading.

In learning process of Indonesian Junior high School, there is some students' competence that should be mastered

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especially in reading. *Standar Isi KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006* states that *siswa mampu memahami makna teks fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure yang berkaitan dengan lingkungan terdekat.* It means that students should mastery the competence that mentioned in the *standar isi* for junior high school to make them get good score in reading and increase their reading understanding.

Based on the researcher's informal observation in teacher's teaching at MTsN Purwoasri she found the teacher's teaching learning process make the students boring because the teacher use traditional method in teaching learning process. This teacher-centered technique makes class not interesting and fun because teacher only gives the lesson material and students answers the question based on the book. It makes students are not interested when they are taught English especially reading. And it also effects to the student's competence. They cannot master the basic competence that they should gain perfectly. Most students in this class have same capability in reading. Moreover, there are some students that have low capability in reading.

However, there is a different student who has a good understanding in reading. She can get the information or understand the content of the text she read. She gets good score in every reading lesson. She knows much vocabulary by open her dictionary and it make her easy to understand the text. She notes a new word she found in her small note book and memorizes the word. When she reads, she usually tries to understand the text by guessing the words meaning or she tried to translate it into Indonesia. She tries to do the tasks for measuring her progress in her reading understanding. She uses her reading scores to compare her comprehension progress in every reading lesson.

Based on the situation above, the writer wants to make research about **Learning Strategies in Reading Applied by a Student at the Seventh Grade of MTsN Purwoasri Academic Year 2014/2015.** She wishes that this research can help other students become good readers with their high motivation and to be better students.

In this study, the researcher focused on learning strategies in reading. It is interesting for her to conduct the research about this student in applying the learning

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strategies in reading. She wants to know what kind of learning strategies that the student used in her reading understanding and how she apply the learning strategies that she used in reading. She chooses this student because she always gets good score in reading lesson. There are 14 aspects in macro and micro skills that should be mastered in reading but in this study only focuses in vocabulary, grammar and content. The content includes in macro skill and for grammar and vocabulary include in micro skill. The student that observed is female student in the seventh grade that has good understanding in reading.

This research conducted to answer the following questions: (1) What are the learning strategies in reading applied by a student at the seventh grade of MTsN Purwoasri academic year 2014/2015, (2) How are learning strategies in reading applied by a student at the seventh grade of MTsN Purwoasri academic year 2014/2015.

II. Methods of the Research

In this research, the researcher uses qualitative approach. It tried to describe the learning strategies applied by a seventh grade student. It also used case study research design. She chose case study as her research types because she wanted to focus on a certain case, that was learning strategy applied by a seventh grade student at junior high school.

This research conducted to the seventh grade student of MTsN Purwoasri academic year 2014/2015. There was one female student. The researcher chose the student because she had different ability from other students especially in reading and she always gets good score in reading. It was held on second semester in academic year 2014/2015.

The sources of the data in this study were qualitative data that was the learning strategies in reading applied by a student at seventh grade of MTsN Purwoasri academic year 2014/2015. The data of this study was the information obtained from observation, and interview.

In collecting the data, the researcher used observation and interview. In observation, she watched listened, pay attention and writes everything that could be used as a data during observing the learning strategies in reading applied by a student at seventh grade of MTsN Purwoasri. In interview, she conducted interview to know her activities related learning strategies and reading learning process beside at school.

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The data was analyzed using data reduction that was the process of the researcher to collect the data using observation, and interview. After that she organized the data by coding, writing summary, discarding irrelevant data and so on. In data display she created a table to display the data and completed with description and conclusion drawing/verification by using description form.

In checking the validity of the research finding, the researcher use triangulation technique. Data triangulation was used in her identification and analyzes the data sources from three different techniques (observation, and interview).

III. Findings and Conclussions

In learning vocabulary, there are many things that should be learned such as parts of speech, word meaning, synonym, antonym and many more. Here, the subject told about how she learned parts of speech like noun, verb and adjective. She also told about the way she understand the text she read by knowing the meaning or word meaning.

Based on the researcher observation and interview, the learning strategies that a subject used in learning vocabulary were direct strategies and indirect strategies. In direct strategy she used were memory strategies by applying images and sounds using keyword when she remembered about parts of speech and difficult words she found. Second, she used cognitive strategies by practicing using repeating when she repeated what her teacher pronounces to the difficult words. She used cognitive strategies by using resources and analyzing and reasoning by translating when she wanted to know about the text she read, and found difficult words and she did not understand the meaning. She looked up her dictionary and sometimes used Google Translate to help her to found the meaning. She also used creating structure for input and output by taking note when she noted parts of speech she found in her reading and difficult word she found and noted the meaning.

In indirect strategies, she applied some strategies. The first, she applied metacognitive strategy by paying attention when the teacher pronounces the words. Then, she arranging and planning your learning by setting goals and objectives when she had a plan to memorize at least ten vocabularies in a week. In affective strategies, she used lowering your anxiety by using music when she learn vocabulary

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by listening music because the lyric of music can enriched her vocabulary and music also made her felt relax. She applied encouraging yourself by rewarding yourself when she felt happy because she could memorize or found the meaning of words, so it made her easy to understand the text. The strategies that appropriate to applied in her learning also taking your emotional temperature by discussing with someone else when she discussed about the vocabularies with her friend to looked up the meaning. And the last strategies she applied were social strategies, included asking questions by asking for clarification or verification when she found difficulties in understanding the vocabulary, she tried to ask her teacher for correction or clarification.

When students wanted to study English, they must study about grammar because it is a core, refers to the rules of language. There are many parts of grammar that should be learnt by the student when she wanted to study English. But here, the subject of this research told about her strategies in learning tenses especially simple present tense and subject verb agreement.

From the observation and interview, the researcher concluded that she used direct strategies and indirect strategies in learning grammar. In direct strategies, she applied memory strategies that was applying image and sounds by using keyword when she looked at the verb or words used in the text, she could know about the pattern used in the text. In cognitive strategies, the strategies she used was practicing by using formulas and pattern and formally practicing with sounds and writing systems when she tried to make examples of sentences using pattern that she knew and learned. In applying resources for receiving and sending message, she looked up at tenses book or dictionary that consisted of the tenses pattern to make sure that her sentences she made was right and her analysis in the text was right. In creating structure for input and output by taking notes, she noted the subject, tenses pattern and so on. In compensation strategies, the strategies by using linguistics clues when she read a text, she looked at the structure of the text that made her easy to conclude that the text was simple past tense or simple present tense.

Then, in indirect strategies that appropriate in learning grammar she used were metacognitive strategies, affective strategies and social strategies. In

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metacognitive strategies, the strategies were centering your learning by paying attention when the teacher explained about the pattern used in the text. In arranging and planning your learning by seeking practice opportunities, she read other text using simple present tense pattern and identified it. In evaluating your learning by self monitoring and self evaluating, she tried to make some sentences based on the pattern she learned and gave it to her teacher, so he could give correction in it. In affective strategies, they were encouraging yourself by rewarding yourself sometimes she felt proud when her duty was right. She often discussed with her friend when her friend felt confused with her understanding in grammar or when she found difficulties was her strategies in taking your emotional temperature by discussing with someone else. In social strategies, the strategies she used were asking questions by asking for clarification or verification and asking for correction when she felt confused about material and she asked to her teacher to clarify it or asked her teacher to correct her exercise. She also made small group with her senior to study together in learning grammar, and her senior usually help her to learn grammar. It was the strategy in

cooperating with others by cooperating with peers.

Content of the text means what exactly the text is about, the structure used in the text and what is the writer means in his or her writing and what is the message or information that he or she wants to share with the reader. In learning content, she learned about structure of the text and message in the text.

Based on the observation and interview, the researcher concluded that she used direct strategies and indirect strategies in learning content. In direct strategies, she applied cognitive strategies, there were practicing by recognizing and using formulas and pattern when she knew that the text was descriptive text from the formula and pattern in the text. She could get the idea quickly by read the main idea of the text, so she did not need to read the entire text to know the idea; here, she applied strategies in receiving and sending by getting the idea quickly. In creating structure for input and output by taking note and highlighting, she took some note that indicate the structure of the text such as in descriptive text she note which one was identification and which one was description. She also highlighted when she found important information in the text or

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sometimes she highlighted main idea of the text. In compensation strategies, the strategy used was guessing intelligently by using linguistic clues when she identified the text based on the structure.

In indirect strategy, she applied some strategies in learning content. In metacognitive strategies, the strategies that appropriate were centering your learning by paying attention when she paid attention in her teacher's explanation about descriptive text. In arranging and planning by setting goals and objectives and seeking practice opportunities, when she read other text and tried to identified the structure used in the text. In evaluating your learning by self monitoring and self evaluating, she always monitor her progress in understanding the text by looked at the score she gave from her teacher and she tried to read various texts and identified the structure used in the text to know her understanding in learning structure. In affective strategies, there were encouraging yourself by rewarding yourself when she could understand the text, she felt proud and thought that she could do it easily. In taking your emotional temperature by discussing your feeling with someone else, sometimes she discussed with her friend or her classmate.

In socio strategies, the strategies that appropriate were asking questions by asking clarification or verification and asking for correction when she asked to her teacher about the answer of the questions based on the text she read. She also made small group to discussed when they have difficulties and sharing their knowledge. This strategy was cooperating with others by cooperating with peers.

Based on the research result, the researcher concluded that learning strategies that used by a subject were direct strategies and indirect strategies. In direct strategies included memory strategies – reflect very simple principles such as arranging things in order, making association and reviewing, cognitive strategies – that mist important strategies are practicing and compensation strategies – make up for an adequate repertoire of grammar and vocabularies. For indirect strategies, she used metacognitive strategies– provide a way for learners to coordinate their own learning process, affective strategies– helps to regulate emotions, motivations and attitudes, social strategies – help the learners to increase their ability to empathize by developing culture understanding and becoming aware of other's thoughts and feelings. Those

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strategies help her in reading in understanding the text, to learn tenses and enrich her vocabulary.

The researcher also concluded that a subject had different strategies from other students in learning reading. When she read a text, she also learned about vocabulary, grammar and content of the text. From her reading, she got some additional vocabularies and she could learn about the tenses used in the text. By reading various texts, she also could understand about content of the text using English with her background knowledge and the structure used in the text she read.

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